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ABSTRACT

Activities undertaken by the Amity school district to accomplish its six goals to infuse career education materials into the curriculum at the awareness, exploratory, and preparation educational levels are briefly described: to develop and initiate a career guidance program 1-12 for small schools; to develop and initiate Downtown Math and Language Program for grades 1-6; to revise the Career Exploration English program; to incorporate appropriate elements of the Amity High School Building Construction housing project into all disciplines at the high school level; to develop a Career Exploration Math program; and to update the existing curriculum guide, identifying the career education concepts. Activities described include the advisor-advisee program at the outset and at the end; stages of implementation and development of the career guidance program; steps involved and problems encountered in developing the Downtown Math and Language Program; steps involved in developing a Career Exploration Math program; and timeliness for revising the Exploration English program, for updating the existing curriculum guide, and for incorporating the appropriate elements of the housing project. An overall assessment, the results of pre-post examinations, and the structure and process section of the Oregon State Assessment Guide for Career Education conclude the report. (NQA)

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infusing career education into the curriculum

A TENTATIVE TRANSPORTABLE MODEL
AMITY SCHOOL DISTRICT NO.4-J
AMITY, OREGON, JUNE, 1976

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OREGON CONSORTIUM FOR INCREMENTAL DEVELOPMENT OF EXEMPLARY CAREER EDUCATION PROGRAMS

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FOREWORD

This document is one of a set of five transportable models which were prepared in Oregon as part of a grant from the U.S. Office of Education. This grant made possible the Oregon Consortium for Career Education, a group of five diverse school districts of the state.

Their major objectives were:

1) To support the efforts of participating districts in expanding and improving their Career Education programs.
2) To provide a means for other schools and distr cts to utilize and benefit from the results of this project in their own Career Education programs.
3) To provide improved career competencies for those students involved.

To fulfill these objectives the program was divided into three phases, the first phase being developed during 1975-76. In this phase each district created a plan which it was hoped would improve its career education program when implemented. Improvement of the total program was based upon the 14 categories of Career Education as defined in the Oregon Assessment Guide for Career Education. Each district picked three or more of those categories in which to make improvements and, following their individual plans, attempted to make incremental improvements in the categories selected.

Each district implemented its plan, documenting the steps taken to achieve that improvement in the categories of Career Education. Five of these categories were then selected to become models and the steps the districts took to gain improvement have been put into these documents which are tentative transportable models.

Each model needs to be tested to determine if it is truly transportable as the Consortium thinks it is. Your comments and reactions are invited.

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INFUSING CAREER EDUCATION MATERIALS INTO THE SCHOOL CURRICULUM

Amity (Oregon) School District #4J enthusiastically approached this subject with six stated goals to meet their objective, a .6 (6/10ths) incremental increase in their ability to infuse C/E materials into the curriculum.

As it turned out, the six goals, which required areas of activity for each to achieve accomplishment, proved too much for a small (only four schools) district.

The Amity model by definition required development at three educational levels...Awareness, Exploratory, and Preparation.

> At the Awareness Level, the premise was that, "All instructional programs can provide concepts which will assist students in becoming more aware of careers. These concepts should be introduced at the appropriate time and place in the respective course of study."
>
> At the Exploration Level, the premise was that "All instructional programs have direct relationship to career exploration. Some by nature of their subject matter conduct more explorations

than others, but all must be involved to varying degrees."

At the Preparatory Level, the premise was that, "The curriculum should incorporate appropriate knowledges and skills to reflect the activities of an individual's total life functions and allow each student to develop career interests and abilities. It should also reflect the activities of business and industry to allow each student to develop employable skills."

The six stated goals to achieve this model were:

1) to develop and initiate a career guidance program 1-12 for small schools.
2) to develop and initiate Downtown Math and Language program for grades 1-6.
3) to revise Career Exploration English program.
4) to incorporate appropriate elements of the Amity High School Building Construction housing project into all disciplines at the High School level.
5) to develop a Career Exploration Math program.
6) to update the existing curriculum guide and

identify the career education concepts in the guide.

Each of the six goals had a separate team leader, who in turn had a number of staff to assist with the activities of each goal. Each team leader received direction from the district administration as follows in order to accomplish the desired results:

1) prepare a basic outline of the project.
2) commitment of the board, administration, and faculty to the project.
3) selection of the team leaders for each of the six objectives.
4) pre-inservice meeting in the fall to adjust thinking towards the objectives.
5) revise timelines to fit the needs and desires of the staff.
6) attend the monthly Board of Directors' meetings.
7) organize the joint team leader meetings.
8) coordinate the report writing and summary data.

Evaluation of the project was a major three-pronged effort:

1st utilization of the State of Oregon Career Education Assessment Instrument. (See Appendix A)

2nd staff developed and administered pre-post tests.

3rd a Consortium-hired evaluator confined his efforts to evaluation based on the monthly reports prepared by the team leaders and local coordinator.

One of the important aspects of a project with the dimensions as great as completing these six goals is to allow staff the flexibility of how they want to develop the strategies to complete each objective. In effect, for a small school district, Amity has taken on too much for a single years project. When the budget reduction is made, we shall correspondingly reduce the number of objectives.

Following are recommended Do's and Don'ts:

DO

Involve all staff, administration, and board members.

Select team leaders with care, and allow them to accept or reject the appointment.

Allow plenty of staff release time to work on the project.

A permanent substitute is advisable to allow staff confidence that this teaching program is not a babysitting service.

Prepare and organize regular monthly team leader meetings.

DON'T

Expect staff to develop programs and teach a full load at the same time.

Have the coordinator and the director be the same person.

Allow evaluation to occur by one means only, but rather to include on-site observation with reporting techniques.

The six goals as stated earlier are discussed individually, with activities described as undertaken.

1. To develop and initiate a career guidance program 1-12 for small schools

STATUS OF ADVISOR-ADVISEE PROGRAM AT THE OUTSET

The Advisor-Advisee (A/A) system started with very little direction as to what was expected. The Advisors were expected to keep all records and contacts up-to-date at all times on each of their Advisees. They were assigned this as an extra duty with no extra time alloted. There was a lack of direction on the part of the Counselor to Advisors. Neither knew what was to be done or expected. In an effort to revise and revamp the project, incorrect assumptions were made.

1) Teachers are willing to step out of their role and assume the role of counselor. Not so.
2) Teachers do not need instructions on exactly what to do in an A/A program. Not so.
3) In-service is not important to the success of the A/A program. Not so.

The following was a result of these incorrect assumptions:

1) Time has to be provided the Advisors to meet with their Advisees.
2) Exact instructions have to be given.
3) A method by which the Advisors can maintain up-to-date records on each Advisee has to be devised.

4) The Advisors have to be trained and have to have periodic up-dating on materials and methods.

In the spring a "new" system was implemented at the high school. An in-service was given faculty that would serve as Advisors. The in-service was conducted in the same manner as an Advisor-Advisee meeting would be held. Concerns and objections were noted and recorded. Some A/A meetings were held and an evaluation of the system was given. The majority of Advisors and students expressed their desire for a similar type of A/A program to be continued for the following year.

STATUS OF ADVISOR-ADVISEE PROGRAM AT END OF PROGRAM

A program that promotes systematic planning and provides each student with direct guidance, has been established and is functioning at the high school. The program is based on "student managed" learning and provides students, as well as staff, with exact instructions, goals and outcomes.

1) Advisors are given the time and the knowledge to carry out duties they are assigned.
2) Advisees are aware of what is expected of them.

This system virtually eliminates a student being "missed" in the guidance process. Many of the guidance functions, formerly done by the

counselor, can be accomplished in an efficient and more meaningful way through the Advisor. The students do have at least one adult that knows and cares about their future.

The question still comes up: "If a school district follows the stages we went through, will that raise the assessment one full increment?" The answer is "No, because we were in the dark, so to speak, as to what works and what doesn't." Implementation and development recommendations, if followed, will raise the assessment.

STAGES OF IMPLEMENTATION AND DEVELOPMENT

August

What: Staff in-service on A/A program

Why: Advisors had to be taught how to utilize the various aspects of the new program.

Results: Good understanding by staff. We all started out on the same foot.

September

What: Revised "Student Checklist" to allow for individual differences.

Why: Original checklist was too restrictive.

Results: A better checklist sheet.

September

What: Freshman orientation to A/A program.

Why: Freshman will utilize the program.

Results: Freshman now had an understanding of the program. Goals, instructions, etc.

October

What: Freshman and new students selected Advisors. All available Advisors were listed and students were asked to choose their own Advisor.

Why: All students have to have an Advisor.

Results: Freshman and new students have Advisors.

Throughout school year

What: Faculty in-service.

Why: Before each A/A meeting, the Guidance Director provides in-service on the particular action or assignment that is to be accomplished in the A/A meeting. Any concerns, questions, etc., are dealt with at that time.

Results: An understanding of the task that is to be accomplished by all staff members. Communication of the program to staff other than Advisors.

November

What: Advisory committee met.

Why: Revision of student needs assessment.

Results: A student "needs" assessment was developed and at a later time was given to all students.

December, January and February

What: Maintenance period.

Why: The program seemed to be going smoothly.

Results: Program continues.

March

What: Project need for an "Assignment Sheet."

Why: When going through the Advisees file, if it is apparent the Advisee needs to fill in an area on the checklist or needs to up-date the transcript, the Advisor needs to write a note on the checklist or transcript. With an "Assignment Sheet" the student can refer to, he can make the necessary adjustments to the file.

Results: Still in planning stages.

April

What: Faculty in-service on A/A program.

Why: All staff need periodic stimulation. A restatement of purpose, goals and outcomes.

Results: Need more in-service in this area. Staff

need more time to share ideas on how to handle various conflicts that arise in A/A meetings. Recommend at least three major in-services throughout the year. One at the beginning of school, one in February and one in April or May for a final evaluation and recommendations for the next year.

May

What: Evaluation of A/A program by staff and students.

Why: Evaluation is needed to progress and revise.

Results: Not compiled as yet. Results will be available during the summer. Comments appear to favor "new" A/A program.

The anticipated .6 (6/10ths) incremental increase was not achived. It is anticipated in retrospect that the desired increase would have been achieved if the following steps had been taken:

1) Present the concept of Advisor-Advisee program to staff.
2) Work through establishing goals with entire staff.
3) Counselor works out details of A/A program.
4) Presentation of program to entire staff. Make note of objectives.
5) Revise A/A program.
6) Implement in fall of a school year.
7) Have continuous in-service to provide communications.
8) Evaluate at the end of school year for revision and improvement.

2. To develop and initiate Downtown Math and Language Program for grades 1-6.

DOWNTOWN MATH AND LANGUAGE

The beginning of the school year found Amity Grade School without a sequential plan for math and language activities involving hands-on or community involvement.

The project "Downtown..." was decided upon to fill the above purpose with the results giving the students real experiences in the world outside of the classroom.

The steps involved were as follows:

1) Selection of committee members from the three schools, one each to represent grades one through six.
2) Defining purpose (as stated above).
3) Locating materials:
   a) Schools with on-going projects
   b) Printed materials
   c) Teacher activities
   d) Community resources
4) Making on-site visitations of areas chosen (bank, hardware store, grocery store, streets, restaurants, bicycle shop, highways).

5) Weekly meetings were held to share ideas, information received, problems.

6) Release time was alloted for visitations to downtown sites, and work time for organization of materials.

7) Evaluation and writing the activities in a retrievable form.

The completion of this project gives the district a portable box with sequential math and language activities according to the curriculum guide.

The biggest problem encountered was time to teach properly while still finding time to work on the "Downtown...."

The value to the district of this project of activities came with the researching for and sharing of ideas. In using this project in subsequent years, the district will make the real world more of a reality for the students.

3. To revise the CX English program.

AT THE OUTSET

As of the 1975 assessment, the CX English course had been in operation for one year. The goal was to revise the course to better suit the needs of the students enrolled in the Cruise classes.

AT THE CONCLUSION

All materials for revision of the course have been collected and revision will be completed by June 20, 1976.

TIMELINE AND ACTIVITIES

1) In September, 1975, the project leader worked with each cluster teacher to revise vocabulary lists.
2) Throughout the year a process of data collecting continued:
   a) A district reading specialist gave an in-service on study skills. This information will be included in the revised CX English.
   b) The project leader attended the NRA conference in McMinnville, Oregon, and one in Monmouth, Oregon.

c) The project leader worked on revision of Cruise with cluster staff to insure better coordination of CX English with the content of the 9th grade Cruise classes.

3) Additional instructional units were included in the program:

a) A unit on surveying colleges in Oregon for programs offered, costs, admission procedures, and student housing, etc., was added.

b) A unit on budgeting utilizing newspaper classified ads and newspaper and magazine ads was added.

4) Several instructional units were deleted:

a) The in-depth study of the DOT was omitted. (Dictionary of Occupational Titles)

b) The units on literature were deleted.

5) Upcoming freshmen were scheduled for CX English and Cruise for 1976-77 school year.

6) All revision data was collected for rewriting of the CX English program.

DO - Provide cooperation between vocational and academic staff.

- Work through the program for two years. This permits more ideas to jell, and it allows the program to function with two diverse sets of students, allowing the project chairman to recognize the similarities and differences in student reactions and accomplishments.
- Allow time and money as incentive for working on the program.
- Plan to work on the project in the summer instead of during the school year. It is impossible to write programs and conduct classes.

DON'T

- Expect staff to assume clerical duties involved in the production of the project. Hire full time clerical assistance.

4. To incorporate appropriate elements of the Amity High School Building Construction housing project into all disciplines at the high school level.

BACKGROUND

A build-up to the present year's program began two years earlier with student remodeling of school facilities, and one year earlier with student construction of a large (36' x 80') storage shed. In both of these projects the school used the interdisciplinary approach.

SKILLS INVOLVED

The present year's project included actual construction of a house, using not only construction skills, but mathematics, English, social studies, physics and chemistry, art, health and physical education, bookkeeping, agricultural skills, drafting and home economics.

PURPOSE

The intent of the district was to give actual on-the-job training to students while teaching the relevance of an academic education.

ADVISORY COMMITTEE

A 14 member advisory committee made up of area residents in appropriate

building trades and areas related to involved skills was formed and met monthly to guide and assist the construction.

TEXT

The textbook used was, Modern Carpentry, by Willis Wagner, Goodheart-Willcox Publisher, 1971 edition. Students were required to answer questions at the end of each chapter or unit as applicable to the construction project.

DESCRIPTION OF TIMELINE AND PLAN OF ACTION

May of preceeding year

- Draw plans for ranch style house - drafting class.
- 70" length house; need for 100' width lot - look for lot.

During summer vacation - June

- Purchase Lot #407 Sherman Street, 62' x 115' - $2,053.00.
- Former drafting student draw ranch style house to fit lot.
- Secure legal papers and permits.

July

- Use of NYC students remodeling O.V. facility for school.

August

- Order tools and texts and materials for Building Construction Class, and O.V. facility.

September

- In-service prior to school to start interdisciplinary approach; 1) set up bookkeeping department to keep records, to make payroll and deductions, (grading by non-valid paycheck), Purchase Order plan, monthly cost analysis of project; 2) submit bits for materials and to sub-contractors for their services working with the students.

During the school year - September

- Withholding forms and insurance coverage for student prior to class time.
- Build storage tool shed and dressing room with portable toilet for on-the-job site, on four wheel trailer.
- Install radial arm saw in shed, and stock with tools for the job.
- Survey lot, locating building lines prior to starting project.
- Receive bids from material suppliers and sub-contractors.
- Layout, excavate, form footings and foundations,

pour footings and foundation wall monolithically.

- Install vapor barrier visqueen before pouring pier pads.
- Install pier posts and build beams out of footing form materials; brace and ready for plumber and heating rough-in.

October

- Lay tongue and groove sub-floor; pre-cut studes, trimmers, cripples, plates, headers, etc.
- Lay out plates and frame exterior walls, sheath and raise and nail in place.
- Lay out and frame interior walls, brace and double plate all walls.
- Set in shower stall, and tub/shower combination before installing joists.

November

- Cut and nail in place: joists, rafters, backing, frieze blocks, purlines, cable end studs, facia and varge rafters.
- Sheath roof and shingle with asphalt shingles.

December

- Exterior doors and windows installed.
- Start rough-in wiring.
- Topout plumbing.

- Television and telephone pre-wiring.
- Finish rough-in wiring.
- Electrical inspection for cover.
- Insulate exterior walls.

January

- Stock drywall and start hanging ceilings. (Channel 2 TV interview)
- Apply drop siding.
- Install furnace and cold air duct return.

February

- Finish hanging drywall.
- Drop siding to walls and T-111 to gable ends.
- Start fireplace; head out for exact size.

March

- Start taping and spotting nails sheetrock.
- Lay base for fireplace.
- Start painting exterior of house.
- Drywall garage.
- Install vapor barrier.
- Install underlayment and nail down.

Open House Career Education Night Held

- Paint interior walls.

April

- Paint exterior of house.

- Dig and install sewer pipe from house to street connection, city to backhoe dig deep part, lay and backfill.
- Stain kitchen cabinets.
- Stain casing and base, interior doors and jambs.
- Set interior doors.
- Install base except for kitchen and baths.
- Ag. Department start fence around house.
- Form and pour garage driveway and steps to house.

May

- Ag. Department apply topsoil and level for landscaping.
- Pre-finish cabinets and doors and trim.
- Set kitchen cabinets, linen closets and china cabinet.
- Install woodbox and bookcases.
- Linoleum in kitchen, dining room and baths.
- Set plumbing fixtures.
- Set appliances.
- Lay carpet

Open House Held - 3:00 - 9:00 p.m.

- Build storage cabinets in garage.

June

- Finish storage cabinets in garage.

- Paint storage cabinets in garage.
- Clean house and move tool shed back to school.
- Wire in appliances.
- Finish plumbing hookups.
- Check out of school, June 4, 1976.
- Final cost analysis of the project.
- Bid sheets prepared.

INTERDISCIPLINARY APPROACH - BY ALL STUDENTS

Math	Reading a rule
	Measurements
	Volumes
	Areas
	Triangulation
	Figuring board feet
	Dividing equal parts
	Fractions
	Decimals
	Adding columns
English	Vocabulary
	Following written orders
	Job applications
	Reading Following verbal orders
	Salesmanship
Social Studies	Permits
	Land appraisals
	Costs of maintaining a home
	Property taxes
	Legal descriptions
	Costs of buying a home
Physics and Chemistry	Use of simple machines
	2nd Law of Thermodynamics
	Heating systems
	Electricity
	Dehumidification

	Sound absorption
	Heating and colling
	Heat transfer and insulation
	Cooling systems
	Fire resistant materials
	Stress and strain
Art	Selection of color schemes
	Posters for advertising
	Sequential photos of house project and develop copies for scrapbook
Health and Physical Education	Lifting techniques
	First Aid
	Working together
	Safety methods and procedures
	Personal cleanliness
Bookkeeping	Payroll, weekly non-valid (grading purposes)
	Cost analysis, monthly
	Purchase Order plan
	Pay current bills by 10th of month, using P.O. plan.
	Marketing procedures
Agriculture Department	Grow shrubs
	Backfill
	Fencing and screens
	Lawn
	Excavation
	Landscaping
	Watering techniques
	Fruit trees
Drafting	Correct terminology
	Sketching
	Taking accurate measurements
	Drawing blueprints
	Preparing specifications
	Reading and interpreting blueprints
	Use of buildings' level
	Scaling plans
	Drawing working plans
	Preparing material lists
	Door and window schedules

Home Economics Principles and elements of design
and housing
Trends in housing
Building codes
Total dwelling construction
Planning furnishings and equipment
for residents.
Select furnishings
Selection of housing
Floor plan and blueprints
Evaluate dwellings

EVALUATION

Utilization and acceptance of the full interdisciplinary approach as indicated above was the major basis for evaluation. In addition, final appraisal by the advisory committee and acceptance by the community were examples of "real world" evaluation of this project.

BE SURE TO

The district found the following helpful to this project:

1) Determine mandatory dress for job. This should be appropriate to the construction skills required.
2) Have and use the proper tools for the job.
3) Set up and use a chain of command, similar to that for any construction project.
4) While setting up chain of command, be sure to delegate authority wherever possible.

5) Try for minimal interference with other extra-curricular activities.

5) Set up some kind of a profit sharing basis upon completion and sale of the house.

5. To develop a Career Exploration Math program.

ASSIGNMENT

The team leader was charged with developing an interdisciplinary math program that would prepare 7th and 8th grade students to enter the 9th grade Cruise program with better math skills. The program was to demonstrate an incremental improvement in the Career Education assessment. No thrust had been placed on developing such a program prior to this date.

EMPHASIS

It was decided that math skills would be emphasized in the areas of Industrial Arts, Agriculture, Business and Home Economics. The disciplines to be covered would include counting change (to a customer), writing checks, reading rulers accurately, balancing a check book.

ADDITIONAL NEEDS

Meetings with high school staff members brought up additional ideas to be covered. One immediate need was for 8th graders to figure board feet for their O.V. class. Some longer range needs were for students to read a micrometer accurately, figure volume of a cylinder (silo), know more equavalencies in the teaspoon, tablespoon, ounce, cup area, and know more

general conversions for the British system in length, weight, capacity areas.

DEVELOPMENT OF SHORT TRIAL UNITS

Several short units were developed to use in 7th and 8th grade classes to test their use. Some of these were on figuring board feet, figuring costs of buying lumber, counting change to customers, writing checks and balancing the stubs, drawing actual size rulers in specified graduations, reading micrometers, and working kitchen problems.

ADDITIONAL DATA COLLECTED

The team leader contacted the State Department of Education and talked to teachers from other schools regarding the program. Some literature was available but not a great deal. Not many schools have a Cruise program for 9th graders that teach special math skills to their 7th and 8th graders.

DEVELOPMENT OF PRE-POST TEST

A twenty question pre-post test of material was prepared, covering the basic math skills students would need for their O.V. or Cruise classes. There were some questions added to the revised test that pertained to some of the math skills needed but not identified at the time the pre-post test was written. (See Appendix B)

DO

Get approval for release time and use it on a regular basis, for example, once a month, to keep the project moving.

Involve the staff at the beginning by getting their ideas.

Try to meet with staff at regular intervals.

6. To update the existing curriculum guide and identify the Career Education concepts in the guide.

AT THE OUTSET

As of the 1975 assessment, there was no curriculum guide in the district. The most that existed were individual teacher's scanty semester outlines. The goal was to develop a district all-subject, all-grade curriculum guide.

AT THE CONCLUSION

Staff have worked through the curriculum guide during the 1975-76 school year and have noted revisions to be made for the next year.

SUMMARY

Selection of 14 area curriculum leaders and two project coordinators to put together 1-12 all subjects curriculum guide.

1) Each discipline chairman worked with staff at each grade level to develop a scope and sequence of instruction for that subject.
2) The school district allowed four half-day in-service days during the last two months of school to accomplish this.

3) Each curriculum area leader gathered data from staff and edited the data for duplications.

TIMELINE AND ACTIVITIES

Two project coordinators worked on extended contracts the previous June and in August to compile all material from each curriculum leader into a district, all-grade, all-subject curriculum guide.

1) Complete district guides were produced.
2) Guides in each subject level were made.
3) Guides containing curriculum for a designated grade level were produced.

Curriculum guides were distributed to each teacher at in-service in September.

Each teacher worked through the guide during the school year, making revisions when necessary.

1) At faculty meetings staff received instruction on how to revise.
2) Administration required that daily lesson plans be marked with the curriculum concept being taught. (This insured that the guides

were being used instead of sitting on a shelf.)

Revised curriculum guides were re-submitted to project leader for compiling in June, at the end of the project.

DO

Allow an opportunity for input from everyone on the staff. Example: the staff itself rejected administration's suggested format for curriculum guide and a committee developed the final format to be used.

Provide release time and money as incentive to encourage work on projects.

The staff must get and use the finished project, a tangible result of their efforts.

Give recognition and encouragement to participants for their efforts.

DON'T

Rush the project. Allow adequate time for completion of the project so that members do not have to do a haphazard job.

Let unfounded information sabotage worthwhile programs. Brief the community on the purpose of the

project and the procedure for developing the program.

Let contributing members be overburdened by clerical duties. Provide full time clerical staff for typing, collating, and final packaging.

OVERALL ASSESSMENT AND CONCLUSION

Pre and post assessments show the following scores for the Awareness, Exploratory and Preparatory levels. (Scale, 0 - 3)

CURRICULUM PROCESS AWARENESS LEVEL

Ballston Elementary School, dropped from a 2.3 to a 2.2.

Hopewell Elementary School, dropped from a 2.1 to a 1.6.

Amity Elementary School rose from a 1.9 to a 2.4

CURRICULUM PROCESS EXPLORATORY LEVEL

Grades 7 and 8 increased from 1.1 to a 2.0.

Grades 9 and 10 increased from a 1.4 to a 1.8.

CURRICULUM PROCESS PREPARATORY LEVEL

Grades 11 and 12 rose from a 1.8 to a 2.4.

Final assessments were carried out by both inside and outside teams. Figures given above are a composite average of both team assessments. Generally, the inside team tended to assess slightly higher than the outside; however, this was not true in every case. Thus, a composite average is a true figure.

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APPENDIX A

Structure and Process Section of OREGON STATE ASSESSMENT GUIDE FOR CAREER EDUCATION

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ELEMENT	ASSESSMENT

STRUCTURE AND PROCESS

A. Administrato.s should be aware of the unique elements of career education programs. The utilization of these elements is dependent upon effective communication, leadership, planning, implementation, and evaluation among and by the administrators, teachers, community and State Department of Education. 3 2 1 0

Assessment Criteria

1. The board and administrators have endorsed in writing the career education program at the educational levels being assessed. (Awareness, Exploration, Preparation) 3 2 1 0

2. Decision makers utilize advice and recommendations of advisory committees. 3 2 1 0

3. Decision makers utilize the long-range plan when determining the priorities necessary for developing the career education programs. 3 2 1 0

4. Decision makers utilize the long-range plan as a basis to finance the career education program. 3 2 1 0

5. Administrative structure and process allows all staff to provide input when decisions must be made regarding the career education programs. 3 2 1 0

6. A person at the district level has been identified and given the responsibility to coordinate the career education program. (Assessing, Planning, Implementing) 3 2 1 0

7. The district career education coordinator has the level of authority defined in a written document. 3 2 1 0

8. Staff competencies for implementing career education into the total curriculum have been identified in writing. 3 2 1 0

9. State Department of Education guidelines for recommended student-teacher ratios are taken into consideration when developing staffing patterns. 3 2 1 0

10. A person at each school in the district has been given the responsibility for coordinating the career education program. 3 2 1 0

The building coordinator at each school has been provided duty-free time to carry out assigned responsibilities. 3 2 1 0

Comprehensive Assessment for Total Value ____

STRUCTURE AND PROCESS Avg. Value ____

APPENDIX B

A result of developing and administering pre-post examinations came about through internal staff self-evaluation which is causing the staff to rewrite their original exams. In several instances, most of the exams will be scrapped for nearly all new exams next fall. An examination of "How To Teach Math Effectively" will result in some new staff in-service this fall.

AMITY SCHOOL DISTRICT #4J

PRE & POST TEST RESULTS - 1975/76

Elementary (grades 1-8)	PRE%,	POST%
First Grade	97%	99%
Secpnd Grade	71%	88%
Third Grade	41%	78%
Fourth Grade	49%	82%
Fifth Grade		64%
Sixth Grade		
Social Science	19%	
Communications	43%	
Math	10%	
Science	4%	
Seventh Grade		
Social Science		
Language Arts	42%	
Math	53%	57%
Science		57%
Eigth Grade		
Social Science		
Language Arts		
Math	51%	
Science	61%	65%
Occupational Versatility	45%	69%

AMITY SCHOOL DISTRICT #4J

PRE & POST TEST RESULTS - 1975/76

High School (grades 9-12)	Pre%	Post%
Spanish I	26%	73%
Spanish II	76%	85%
Health (girls)	53%	52%
Cruise (CX) English	60%	
Cabinet Makin g	80%	
Speech 1	34%	76%
Bookkeeping	63%	80%
Modern Problems	59%	
Family Living	27%	61%
Clothing	45%	82%
Foods	53%	82%
U. S. History	41%	
Construction Cruise	35%	65%
Home Economics Cruise	69%	88%
Agriculture Cruise	70%,	83%
Business Cruise		93%
Photography	73%	
Composition	57%	
Drafting	45%	67%
General Science		44%
Graphics	47%	66%
Personal Finance	50%	58%
Ninth Grade Social Acience	39%	64%
PE (boys)	73%	78%

cont.

High School (grades 9-12)	Pre%	Post%
Cadet Teaching	55%	88%
Library Aide	76%	84%
Power Mechanics	76%	93%
Welding	73%	92%
Physical Science	26%	43%